

## 6<sup>th</sup> Grade World Cultures Curriculum Bundle #2

Title	Suggested Dates
Introduction to Government and Economics with Integrated Map Skills	September 14 – October 2, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• Governments can be controlled by one person, a few people, or a group.</li> <li>• A society’s economic system determines what, when, and how much will be produced.</li> </ul>	<ul style="list-style-type: none"> <li>• How and why do people organize themselves?</li> <li>• How do people organize economic systems?</li> <li>• How does the free enterprise system benefit U.S. citizens?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p><b>6.12 Government. The student understands alternative ways of organizing governments. The student is expected to:</b></p> <p>6.12A identify alternative ways of organizing governments such as rule by one, few, or many;</p>	<ul style="list-style-type: none"> <li>• rule by one= autocracy</li> <li>• rule by few = oligarchy</li> <li>• rule by many = democracy</li> </ul> <p><b>TEACHER NOTE:</b> One way to teach most of the government TEKS would be to use the individual students’ families as well as governmental structures within the school (principal, teacher, student council, etc.) to contextualize the concept. For example, ask students to try to label their family as an autocracy, oligarchy, democracy.</p>	
<p><b>6.12 Government. The student understands alternative ways of organizing governments. The student is expected to:</b></p> <p>6.12B identify examples of governments with rule by one, few, or many;</p>	<p>1) rule by one= autocracy</p> <ul style="list-style-type: none"> <li>• monarchy (determined by birth)</li> <li>• dictatorship (determined by force)</li> </ul> <p>2) rule by few = oligarchy</p> <ul style="list-style-type: none"> <li>• aristocracy (determined by land ownership)</li> <li>• theocracy (determined by religious leaders)</li> <li>• military junta (determined by force)</li> </ul> <p>3) rule by many = democracy</p> <ul style="list-style-type: none"> <li>• direct democracy (everyone votes)</li> <li>• representative democracy (people elect representatives who vote on their behalf)</li> </ul>	<p>Current events around the world could really lend to adding the examples to the specificities. For example, Myanmar (Burma) could offer a good example of military rule.</p> <p>Note: This might be a good time to introduce a weekly current events assignment in which the students connect current events to the TEKS being studied. (GET ASSIGNMENT FROM CARRIE/DEBRA)</p>

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<p><b>6.11 Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:</b></p> <p>6.11A describe characteristics of limited and unlimited governments;</p>	<p><u>limited</u> = everyone, including authority, must obey the law; usually citizens vote, societies have constitutions, freedom of the press/speech</p> <p><u>unlimited</u> = ruling group/person doesn't have to obey the law; usually citizens don't vote, no freedom of press/speech</p>									
<p><b>6.11 Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:</b></p> <p>6.11B identify examples of limited and unlimited governments;</p>	<p><u>limited</u> = democracies, like constitutional monarchy, representative democracy, direct democracy</p> <p><u>unlimited</u> = monarchy (textbook refers to as traditional monarchy), dictatorship, military junta, aristocracy, theocracy</p> <p><b>TEACHER NOTE:</b> Communism is an economic system (command economy), not a government. A government referred to as Communist is either an autocracy or an oligarchy.</p>									
<p><b>6.11 Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:</b></p> <p>6.11C identify reasons for limiting the power of government; and</p>	<p>Reasons to limit is:</p> <ul style="list-style-type: none"> <li>• to protect individual rights, such as speech, press, religion, assembly, petition</li> <li>• prevent abuse of power</li> </ul>	<p>Maps 101 article on the <a href="#">World's 10 Worst Dictators</a> (2005)</p>								
<p><b>6.11 Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:</b></p> <p>6.11D compare limited and unlimited governments.</p>	<p>Examples:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><b>Limited</b></th> <th style="text-align: center;"><b>Unlimited</b></th> </tr> </thead> <tbody> <tr> <td>USA (representative democracy)</td> <td>North Korea (dictatorship)</td> </tr> <tr> <td>Germany (representative democracy)</td> <td>Iran (theocracy)</td> </tr> <tr> <td>United Kingdom (constitutional monarchy)</td> <td>Jordan (monarchy or traditional monarchy)</td> </tr> </tbody> </table>	<b>Limited</b>	<b>Unlimited</b>	USA (representative democracy)	North Korea (dictatorship)	Germany (representative democracy)	Iran (theocracy)	United Kingdom (constitutional monarchy)	Jordan (monarchy or traditional monarchy)	
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<p>6.12D compare how governments function in selected world societies such as China, Germany, India, and Russia.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Germany (representative democracy)</td> <td style="padding: 2px;">Bundestag makes laws</td> </tr> <tr> <td style="padding: 2px;">United Kingdom (constitutional monarchy)</td> <td style="padding: 2px;">Parliament makes laws</td> </tr> <tr> <td style="padding: 2px;">North Korea (dictatorship)</td> <td style="padding: 2px;">Dictator makes laws</td> </tr> <tr> <td style="padding: 2px;">Iran (theocracy)</td> <td style="padding: 2px;">Religious leaders</td> </tr> <tr> <td style="padding: 2px;">Jordan (monarchy or traditional monarchy)</td> <td style="padding: 2px;">King makes laws</td> </tr> </table> <p style="color: red; font-size: small;">TEACHER NOTE: You might also want to compare how these countries enforce their laws (executive branch in U.S.) and how they administer justice (judicial branch in U.S.)</p>	Germany (representative democracy)	Bundestag makes laws	United Kingdom (constitutional monarchy)	Parliament makes laws	North Korea (dictatorship)	Dictator makes laws	Iran (theocracy)	Religious leaders	Jordan (monarchy or traditional monarchy)	King makes laws	
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<p><b>6.3 Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</b></p> <p>6.3A create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p>	<p style="color: red;">Students should produce a thematic map which shows democratic and non-democratic governments in the world.</p> <p style="color: red; font-size: small;">TEACHER NOTE: Students could work in groups and each group could have a continent. Students can use inventory in textbook as a reference. Be aware that the textbook does, inaccurately, refer to some governments as “communist.”</p>											
<p><b>6.10 Economics. The student understands categories of economic activities and the means used to measure a society's economic level. The student is expected to:</b></p> <p>6.10A define and give examples of primary, secondary, tertiary, and quaternary industries; and</p>	<ul style="list-style-type: none"> <li style="color: red; margin-bottom: 10px;">• primary industry—uses natural resources ex. fishing, farming, lumber, oil drilling</li> <li style="color: red; margin-bottom: 10px;">• secondary industry—processes raw materials into finished products ex. construction, factories, processing plants (Take the tuna and put it into a can)</li> <li style="color: red; margin-bottom: 10px;">• tertiary industry—provides a service ex. restaurants, supermarkets, health care, mechanics</li> <li style="color: red; margin-bottom: 10px;">• quaternary industry—information technologies ex. industries which provide internet services, computer software, cable and telephone service</li> </ul> <p style="color: red; font-size: small;">TEACHER NOTE: One way to teach this would be to start in the cafeteria and to trace back the different food offerings from the raw product to what is actually served. Include the role of the cafeteria employees to show a</p>											

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	tertiary industry.	
<p><b>6.8 Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</b></p> <p>6.8B identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and</p>	<p><b>Types of Economies</b></p> <ul style="list-style-type: none"> <li>• Traditional—a system in which the allocation of resources and other economic activities are affected by ritual, custom, or habit</li> <li>• Market—individuals depend on supply and demand to determine the answers to the four economic questions of “what to produce,” “how to produce,” “how much to produce,” and “for whom to produce.” A market economy is comparable to a free enterprise economy or system. The system has four characteristics: economic freedom, voluntary exchange, private property, and the profit motive.</li> <li>• Command—a system organized around a central authority which makes most of the major economic decisions</li> </ul>	